

**Soundscape Assignment**

“This...is an affirmation of life-not an attempt to bring order out of chaos nor to suggest improvements in creation, but simply a way of waking up to the very life we’re living, which is so excellent once one gets one’s mind and one’s desires out of its way and lets it act of its own accord.”

John Cage

This assignment is a chance to experiment with composing for performance in a specific location/soundscape. Consider the following questions while composing;

1. How can four instruments, with an element of common practice four part writing, interact with the soundscape of an urban environment?
2. What is musical sound and what isn’t?
3. Can musical sound have an effect on noise? Can noise become musical?

**Soundscape/Sax Quartet Composition**

- 1) Each student will choose a location for research and performance of a composition for saxophone quartet. The location must be within the boundaries agreed upon by the rest of the class.
- 2) Anything specific to this location may be used as inspiration or actual material for composing (especially the soundscape). The quartet is to be composed as an interaction with the environment and should be no longer than 4 minutes (minimum 1 min).
- 3) Essential Steps
  - a. Journal entry regarding initial scouting of site (reasons for choosing such as soundscape, sound marks, acoustics, etc.).
  - b. Final composition and performance
  - c. Post performance write up. What worked and what didn’t, why and why not?

Due Dates (these are non negotiable because culminating activities are coming up)

- a. May 11<sup>th</sup> – first day of rehearsals (ensure you get rehearsal time)
- b. May 13<sup>th</sup> – last chance for rehearsals
- c. May 18<sup>th</sup> – performances
- d. May 19<sup>th</sup> – rain day

**Soundscape rubrics:**

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Soundscape</b>				
Transfer of previous musical knowledge & skills to composition	Transfers previous knowledge with limited effectiveness	Transfers knowledge with moderate effectiveness	Transfers knowledge with considerable effectiveness	Transfers knowledge with high degree of effectiveness
Application of exploration questions, concepts and examples.	Applies concepts with limited effectiveness	Applies concepts with moderate effectiveness	Applies concepts with considerable effectiveness	Applies concepts with high degree of effectiveness
Creative thinking skills (unconventional use of instrumentation, pacing, sound design, literal sounds)	Uses creative thinking skills with limited effectiveness	Uses creative thinking skills with moderate effectiveness	Uses creative thinking skills with considerable effectiveness	Uses creative thinking skills with high degree of effectiveness
Communication of ideas using musical language	Communicates with limited effectiveness	Communicates with moderate effectiveness	Communicates with considerable effectiveness	Communicates with high degree of effectiveness

8+ /16 = / 24 marks